



MONTANA
SCHOOL *for the*
Deaf & Blind

giving kids the building blocks to independence

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DEPARTMENT: Montana School for the Deaf and Blind

Division: Education

JOB TITLE: Consulting Audiologist

START DATE: August 20, 2007

STARTING SALARY: Dependent on education and years of experience

LOCATION OF JOB: This is a "telework" position in Helena, other locations will be considered

STATUS: Permanent, Full-time (negotiable from 200 to 240 days)

SUPPLEMENT REQUIRED: Yes

PAY GRADE: Contract exempt position, entry level - M.S. \$44,141 (240 day contract)
- Au.D. \$48,941 (240 day contract)

POSITION NUMBER:

BARGAINING UNIT: MEA/MFT

CLOSING DATE: Open until filled

Few things in education can compare with the absolute joy of knowing you've made a positive impact on children's lives. That you've touched entire families and helped them cope with daunting challenges presented by hearing loss. That's what the staff of the Montana School for the Deaf and the Blind does every day. As Montana's only special purpose school, our mission is to give children the building blocks to education and independence, regardless of where they live. And essential to a successful education and independence is access to communication.

The consulting audiologist provides pediatric and educational audiological services to deaf, hard-of-hearing and visually impaired children, ages birth through 21, in their homes and local school districts. Collaborating with parents, early interventionists, teachers, medical and rehabilitation specialists, Hearing Conservation program audiologists, and the rest of MSDB's team of outreach professionals, the consulting audiologist brings high quality consultative audiological services to the homes and schools of Montana's deaf and hard of hearing children, ensuring their earliest and best possible access to communication and education.

TYPICAL DUTIES:

Conducts and evaluates results of audiological assessments and makes appropriate recommendations. Works with the MSDB audiologist, outreach consultants, and administration and the staff of the Family and Community Health Bureau to ensure follow up to referrals received through HI*TRACK to the Children's Health Referral and Information System (CHRIS) for early intervention services to infants identified through the Universal Newborn Hearing Screening Program. Provides data on early intervention services to CSHS for Federal Grant reporting. Provides consultation and technical assistance to the state-wide cleft cranial facial interdisciplinary teams of CSHS serving children identified with hearing loss.

Works with Parents/Families to provide consultation and technical assistance on medical issues related to the origins of hearing loss, implications of hearing loss on access to auditory information and methods of developing communication including auditory/oral and/or visual/manual systems, and the use and monitoring of amplification systems in the education setting including cochlear implants, the function of the ear, and coordination of support services.

Works with the staff of Part C service organizations, day care centers, and MSDB outreach consultants and family advisors, providing information, consultation, and technical assistance on issues of hearing loss and related medical conditions, interpretation of assessment results, implications of hearing loss on acquisition of communication and access to auditory information, and the use and monitoring of amplification systems in the education setting including cochlear implants. Serves as a member of the Individualized Family Service Plan team to make recommendations relevant to the determination of eligibility for services and family centered early intervention program planning. Makes recommendation for best practices in establishing audiological interventions for hearing loss and communication models in the home, daycare and preschool settings.

Consults with the Medical Home/ENTs/Pediatricians and families to ensure referral and follow up for necessary medical and audiological related services. Serves as an educational resource, providing training to the medical community about the impact of hearing loss on access to auditory information and acquisition of an auditory/oral and/or visual/manual communication system, and methods of developing communication systems for children with hearing loss.

Consults with the implant centers and serves as a resource to cochlear implant audiologists, local school district personnel, outreach consultants, and families to provide information and technical assistance to ensure equipment is functioning properly, best practices for its use, and rehabilitation therapy are taking place in the school and home.

Works with speech/language pathologists and local school district personnel to provide consultative services on issues related to auditory/oral and/or visual/manual communication, and training and presentations on use and monitoring of amplification systems including cochlear implants and personal aids.

Serves as a member of the Evaluation Team and/or Individual Education Plan Team providing consultation, technical assistance on issues related to the origins of hearing loss, assessment of hearing loss and interpretation of assessment results, implications of hearing loss on the acquisition of communication and access to auditory information, and the use and monitoring of amplification systems in the education setting including cochlear implants, and makes recommendations relevant to the determination of eligibility for services and program planning.

Works with local audiologists as well as the Hearing Conservation Program audiologists and staff of the Office of Public Instruction to support programs for students in the local school districts. Coordinates work of MSDB's outreach consultants with HCP program objectives. Collaborates with HCP audiologists and MSDB outreach consultants to provide training and information to parents and school district personnel. Locates resources and makes referrals for services for the purchase of hearing aids and ear molds.

Provides recommendations to the Interagency Adhoc Committee on Hearing Screening and Educational Intervention Services by conducting research and data analysis. Provides guidance and technical assistance on the development of policies and practices regarding screening and assessment follow-up, educational in-service and informational materials and activities related to the Universal Newborn Hearing Screening and Hearing Conservation programs. Investigates national resources,

programs and practices that can benefit early identification, hearing screening, and educational audiological services in Montana.

Attends meetings of professional associations, and represents MSDB at meetings held by partner agencies serving the educational needs of deaf and hard of hearing infants, toddlers and school age children. Serves on committees and performs duties as assigned.

Completes summary reports of site visits and contacts, travel logs and expense vouchers, and other documents required by the principal of the education program. Maintains effective communication with constituents by site visits, email and telephone. Completes follow-up with reports, recommendations, phone contacts and/or e-mails on a timely basis.

**EDUCATION AND
EXPERIENCE:**

Master's degree in Audiology, with experience in the audiological evaluation and rehabilitation of infants, toddlers, and children with hearing loss, visual impairment and multiple disabilities. Training and experience assessing and making recommendations for children who have cochlear implants. Experience mapping cochlear implants is preferred.

Current licensure by the Montana Board of Speech-Language Pathologists and Audiologists.

Ability to communicate in sign language at a level of proficiency sufficient for effective communication with deaf and hard of hearing student.

**KNOWLEDGE AND
SKILLS:**

Knowledge of the normal and disordered hearing process and audiological services needed by children with hearing loss; assessment, diagnostic, intervention and prescriptive services for hearing loss; cochlear implant technology, protocols for surgical candidacy and procedures, and rehabilitation protocol and services; acoustically appropriate environment for teaching and learning and to assist in the design of educational plans for students with hearing loss; systems for repair of amplification devices; appropriate in-service training of early intervention, school, and medical/rehabilitation staff.

Ability to establish collaborative working relationships with parents, other audiologists, medical and rehabilitation professionals, early interventionists and local school district staff; ability to communicate effectively in sign language, and in oral/written reports which summarize assessments that are clear to parents and other service providers; ability to make appropriate recommendations and referrals for medical services and provide effective case management and consultation to parents, early interventionists, preschool staff, speech/language specialists, and teachers and other local district staff about the educational management of hearing loss; ability to participate as an effective member of IFSP/IEP teams; collect data and manage student records; and maintain effective and efficient work schedules in a telework position without close supervision.

**ADDITIONAL
CONSIDERATIONS:**

The successful employee must be self-directed and able to work with limited supervision or direction. The position requires extensive travel working hours beyond those of a typical clinical or school audiologist with an average of 2 to 3 nights away from home each week. The position may require occasional work on weekends and extended workdays with meetings before and after regular school hours. This is a “tele-work” position requiring the employee to work out of a home-based office, usually located in a community outside of Great Falls.

Telework employees must be able to maintain the basic machines and functions of an office as well as securing routine maintenance for the state vehicle assigned to the position.

BENEFITS: Full Insurance Package

APPLICATION AND SELECTION PROCESS: Selection procedures to be used in evaluating applicant’s qualifications include an evaluation of the Montana State Application form, application supplement, interview, and reference checks. **Late, incomplete or unsigned applications will be rejected.**

Application materials required are:

1. Signed and completed State of Montana Employment Application (PD-25, revised 12/93). Portions of the application may be photocopied if legible.
2. Letters of reference from previous three employers (3 letters of reference).
3. Transcripts or all coursework leading to degrees or licensure.
4. Copies of Professional Licenses which are applicable to the requirements of the position.
5. Applicants claiming the Handicapped Person’s Employment Preference must provide verification of eligibility with the application materials by the closing date. The required documentation includes a completed Department of Public Health and Human Services (DPHHS) Certification of Disability form.
6. Signed and dated Applicant Release of Information form.

INQUIRIES AND REQUEST FOR APPLICATION: Any Montana Job Service.
Locally 1018 7th Street South, Great Falls, Montana, 406-791-5800.

APPLICATION DEADLINE: Applications may be returned to the Great Falls Job Service or to the Montana School for the Deaf and the Blind.

ACCOMMODATIONS: The State of Montana and the Montana School for the Deaf and the Blind makes reasonable accommodations for any known disability that may interfere with an applicant’s ability to compete in the recruitment and selection process. For the school to consider any such accommodations, the applicant must notify the school in writing of any needed accommodation by the application deadline.

IMMIGRATION REFORM AND CONTROL ACT: In accordance with the Immigration Reform and Control Act, the person selected must produce within three (3) days of hire, documentation that he/she is authorized to work in the United States. Examples of such documentation include a birth certificate or social security card along with a driver’s license or other picture I.D., a United States passport or a green card.

ADDITIONAL REQUIREMENTS: MSDB is a non-smoking environment extending to the entire campus: there are no authorized smoking areas and smoke breaks are not given. All successful candidates must possess a Montana Drivers License; submit to a background check, which includes a criminal record review, and must not possess any felony or DUI convictions. It is the policy of the Board that any finalist for hire shall submit to a finger-print based national criminal history background check conducted by the FBI prior to recommendation for hire. Additionally, an “Applicant Release Form” must be completed and signed as part of the application.

The Montana School for the Deaf and the Blind is an Affirmative Action/Equal Opportunity Employer (EOE). MSDB will not discriminate in its educational programs, activities, or employment practices, based on race, color, national origin, sex, disability, age, religion, ancestry, union membership or any other legally protected classification. Announcement of this policy is in accordance with state and federal laws, including Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

Employees and participants who have an inquiry or complaint of harassment or discrimination, or who need information about accommodations for persons with disabilities, should contact the Affirmative Action Officer, Montana School for the Deaf and Blind, 3911 Central Avenue, Great Falls, Montana 59405. Phone (406) 771-6000

08/27/07